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PROGRAM of STUDIES

for

ELEMENTARY SCHOOLS

of

ALBERTA



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Authorized by Department of Education

EDMONTON, ALBERTA

1963

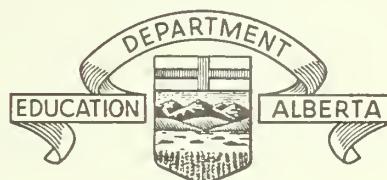
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Table of Contents

SUBJECT	PAGE
Objectives of Education	7
Reading	8
Texts	9
Language	10
Texts	13
Spelling	14
Texts	14
Social Studies-Enterprise	15
Scope and Sequence Grid	16
Science	22
Texts	23
Arithmetic	24
Texts	24
Physical Education	25
Teachers' Reference	27
Handwriting	28
Teachers' Reference	28
Art	31
Teachers' References	32
Music	33
Texts	34



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INTRODUCTION

This Program of Studies contains an outline of the content of each course in the elementary school together with lists of authorized texts. Secondary references may be found in the School Book Branch catalogues.

Teachers who wish to have suggestions concerning the method of handling any subject will find them in the related curriculum guide, which may be obtained through the office of their superintendent or from the Curriculum Branch of the Department of Education.

The assistance of subcommittees in preparing the outlines in the various subjects is gratefully acknowledged. The evaluation and constructive criticism of the interim draft by school systems and by members of the Faculty of Education is appreciated.

Objectives of Education

The major purpose of elementary education is to foster the fullest development of each child's potentialities. Direction for this development is provided by the behavioral goals listed below.

I. Abilities and Skills

Each child should increase his capabilities to:

1. Communicate with others orally and in writing.
2. Listen.
- ③ Read.
4. Find, organize and use information.
5. Use numbers and mathematical processes effectively.
- ⑥ Solve problems of a social and scientific nature.
7. Express himself through artistic media.
8. Maintain health.
9. Function as a wise purchaser and consumer.
10. Maintain concentrated efforts in accordance with native ability and natural maturation.

II. Understandings

Each child should learn to recognize the significance of:

1. The social life of expanding communities.
2. The interdependence of all forms of life.
3. The effects of environment on human life.
4. Man's increasing knowledge of social development and social control.
5. Man's increasing control over nature.
6. The contributions of the past to the present.
7. Democracy as a way of life.
8. Responsibilities inherent in a democratic way of life.

III. Attitudes

Through suitable experiences each child should be helped to develop:

1. Self-respect—marked by control, discipline and direction through his own initiative.
2. Creativeness—marked by personal expression that becomes unique and revealing.
3. Scientific viewpoint—marked by the power to delimit problems, search for data, weigh evidence, form conclusions, and above all to evaluate his judgment in the light of subsequent events.
4. Co-operation—marked by consideration for the rights and feelings of others and a willingness to share.
5. Responsibility—marked by readiness to carry tasks to completion, to behave honestly with himself and with others, and to accept the consequences of his own actions.
6. Social concern—marked by earnest effort to implement whatever desirable ends his group may seek.
7. Reverence—marked by a conviction of Diety, and a regard for His supreme handiwork, mankind.

IV. Appreciations

Through suitable experiences each child should acquire an appreciation of:

1. The dignity, worth and possibilities in the individual, reflected in a high standard of conduct for himself, and a high regard for other people and their values and beliefs.
2. The dignity, value and achievements of work in science, in religion, in philosophy, in art, in literature, in craftsmanship, in honest labor everywhere.
3. The manifestations and beauties of nature —both in the natural state and as revealed through science.

READING

Objectives

The goal of the reading program is the maximum development of the reading potential of the individual. This goal is reached only in so far as the following objectives for reading are attained:

1. To stimulate a keen interest in learning to read.
2. To increase and enrich meaning vocabulary.
3. To develop systematic habits of word perception.
4. To develop comprehension and interpretation in abilities and skills.
5. To develop habits of reacting critically to ideas secured through reading.
6. To develop the ability to organize the ideas secured through reading and to apply them to new situations.
7. To develop ability to adjust the rate of reading to specific purposes and materials.
8. To develop ability to read aloud effectively.
9. To develop habits of reading voluntarily.
10. To cultivate preferences for and permanent interests in a wide variety of good literature.

The Total Reading Program

To achieve the desired objectives of the reading program, several types of instruction are required. These are:

1. Basic reading
2. Extension reading
3. Recreational reading
4. Reading in the content subjects
5. Corrective reading.

Each of these types of instruction forms a particular type of reading lesson which is developmental in nature. When these lessons are carefully planned they provide for the systematic development of understandings, abilities, skills, preferences, attitudes, and habits and at the same time recognize the basic needs of children.

1. Basic reading. This reading refers to the regular lessons when the basic readers and the workbooks are used to provide definite reading instruction. It includes silent and oral reading of the selections in the reader, discussion, reaction and integration of the ideas gained. In separate lessons

which are related to the selections in the reader, word perception abilities and comprehension skills are developed. The teachers' manuals and the workbooks provide materials for the development of these reading skills. Additional activities, also a part of the basic reading lessons are designed to give children an opportunity to increase their fund of information about the topic introduced by the selection in the basic reader, to use the ideas gained by reading, and to broaden their interests.

2. Extension reading. This reading refers to those lessons in which the children, with some direction and guidance by the teacher, read with a considerable amount of independence, selections from other series of readers, books from the content fields, and story books. These reading activities provide opportunities for the children to practice and to improve the skills and abilities initiated during the reading of the basic readers and the accompanying skills building lessons.

3. Recreational reading. This refers to the voluntary and independent reading of story books, magazines, informational books, or other materials selected by the child to serve his personal interests. During these reading periods, teachers attempt to cultivate preferences for and permanent interests in good literature. This reading also serves to improve the skills and abilities introduced during the basic reading lessons.

4. Reading in the content subjects. This refers to the reading that is required in the subject matter areas of the curriculum such as social studies, science, health, literature, and mathematics. The reading abilities and skills essential to effective study are initiated in the basic reading lessons but need to be strengthened by application in each of the content fields.

5. Corrective reading. This is a special type of reading lesson required when pupils experience difficulties which impede progress in reading. Teachers must recognize specific difficulties as pupils encounter them and accept responsibility for adapting instruction and materials to overcome any disability that may arise.

It is necessary to make provision for all these types of reading lessons and to **maintain a proper balance** among them. Over-emphasis on one or

more, to the neglect of the others, makes it impossible to realize the objectives of the reading program.

There is a multiple authorization of readers and school boards are free to choose the series they wish to use. A table of readers follows.

STANDARD SERIES OF READERS

NEW CURRICULUM FOUNDATION SERIES

Pre Reading

*We Read More Pictures
New Before We Read*

Pre Primers

*Now We Look and See
Now We Work and Play
Now We Come and Go
Guess Who

Primer

New Fun With Dick and Jane

First Readers

*New Our New Friends
We Three

Second Readers

*New Friends and Neighbors
New More Friends and Neighbors
What Next

Third Readers

*New Streets and Roads
New More Streets and Roads
*Tall Tales
Just Imagine

Workbooks and Teachers' Guide Books are available to accompany the readers.

GINN BASIC READERS

Readiness Books

*Fun With Tom and Betty
Games to Play

Pre Primers

*My Little Red Story Book
My Little Green Story Book
My Little Blue Story Book
Come With Us

Primers

*The Little White House
Under the Apple Tree

First Readers

*On Cherry Street
Open the Gate

Second Readers

*We Are Neighbors
Around the Corner
Ranches and Rainbows

Third Readers

Finding New Neighbors

*Enrichment readers are thus indicated

*Friends Far and Near
Fun and Fancy

Workbooks and Teachers' Guide Books are available to accompany the readers.

READING FOR MEANING SERIES (NELSON)

Pre Reading

Getting Ready

Pre Primers

*Tip
Tip and Mitten
The Big Show*

Primer

Jack and Janet

First Reader

Up and Away

Second Readers

*Come Along
On We Go*

Third Readers

*Looking Ahead
Climbing Higher*

HIGHROADS TO READING SERIES

Fourth Reader

Riding With the Sun

Fifth Reader

Over Land and Sea

Sixth Reader

On the Beam

Workbooks and Teachers' Guides to accompany the readers are available.

CANADIAN PARADE READERS (DENT)

Fourth Reader

Young Explorers

Fifth Reader

Gay Adventurers

Sixth Reader

Proud Procession

CANADIAN READING DEVELOPMENT SERIES (COPP)

Fourth Reader

Up and Away

Fifth Reader

Wide Open Windows

Sixth Reader

All Sails Set

Workbooks and Teachers' Guide Books are available to accompany the readers.

LANGUAGE

GRADE I

Children in Grade I begin to make use of language skills in appropriate functional situations.

In oral work most pupils will learn:

1. To keep a topic.
2. To develop the feeling of what a sentence is and the habit of speaking in sentences.
3. To begin to develop acceptable patterns of speech.
4. To develop the ability to tell a simple story in three or four sentences with good sequences.
5. To develop the ability to listen and to observe, to interpret and to utilize these experiences.
6. To develop an oral vocabulary.
7. To contribute to group discussions.
8. To develop courteous habits of speech.

In written language most children will learn:

1. To develop a feeling for the appearance of the written page.
2. To use capital letters for I, the beginning of a sentence and for peoples' names.
3. To use a period or question mark at the end of a sentence.
4. To write a two-or-three-sentence story in good sequence following a group discussion.
5. To criticize his written work with reference to (1), (2) and (3) above.

GRADE II

Children in Grade II develop increased competency in language skills and learn to use them in situations appropriate to their needs.

In oral work most pupils will learn:

1. To tell a story effectively in three, four or five distinct sentences in good sequence.
2. To become increasingly aware of the need for good expression.
3. To further develop the ability to listen and to observe carefully, to interpret and to utilize these experiences.
4. To further develop vocabulary and to emphasize precision in the use of words.

In written work the child will improve and extend his ability:

1. To write good stories.
2. To use language skills including those of mechanics and expression.
3. To criticize and improve his own written expression.

GRADE III

Oral Language

1. General

Introductions, conversation, use of telephone, giving talks, evaluation of talks, telling stories from pictures, rules for story tellers, explanations, report on activities, observations, planning class activities, listening attentively and politely.

2. Word Study and Speech

Words of similar meaning, words of opposite meaning, words commonly mispronounced, words ending in **ing**, **t**, or **d**, sounding **wh**, vowel sounds, use of **you** in contractions, use of clear, vivid picture words, vivid synonyms for common verbs, choosing words that rhyme, final consonants, long vowels and diphthongs, telephoning (be brief and polite), speaking in sentences, watch sequence of ideas. Choral work: developing a sense of rhythm and need for emphasis. Use varied tone to express feeling.

3. Drama

Reading of plays. Dramatization, choosing parts. Rules, developing a play from a scenario, interpretation of character.

Written Language

1. The Sentence

Definition. Recognition and improvement of sentence, rules for good sentences. Assertive and interrogative, complete sentence, overuse of **and**, use joining words to make long sentences, vary beginning of sentences.

2. The Paragraph

Definition, practice in writing, talking about one thing only. Order, writing one-paragraph stories, importance of beginning sentence: **after**, **that**, **next**, etc. Indenting of first word. Descriptions, explanations, spacing.

3. Reports

Teacher and pupil draw up set of questions to be answered. Pupil chooses one to answer in one or two sentences. Hunts for material, pictures. Lists in alphabetical order. Co-operative report after research.

4. Stories

Stories from pictures. Planning a story: group stories. Choosing a title, topics for stories. Rules for story writing. Individual stories.

5. Letters

Addressing the envelope, letters to friends, model letters. Closing punctuation, use of

capitals, heading, salutation. Letter from dictation, simple letter form, co-operative letter.

6. Poetry

Making rhymes, writing verses.

Capitalization and Punctuation

1. Capitals.

Rules: first word of a sentence, first word of a line of poetry. Capital for I. Titles of books, holidays, months, persons, pets, places, schools, streets.

2. Punctuation

Period after statement, after abbreviations. Question mark after an asking sentence, or word. Comma after salutation of letter, after closing of letter, in heading of letter. Apostrophe in contractions.

Correct Usage

Are, is, aren't, isn't, ate, eaten. Came, come. Can, may. Did, done. Give, given. Gone, went. Ran, run. Sang, sung. Saw, seen. Those, them. Was, were. Wasn't, weren't. Went, gone. 'I' or 'me', putting last. They're, their, there. Too, two, to. Are, our. Of, off. A, an. Distinguish between: Teach-learn. Correct tense.

Parts of Speech

Verbs: correct numbers, form of irregular verbs. Terms: present, past, future. Correct tense.

GRADE IV

Oral Language

1. General

Announcements, explaining clearly, discussing a letter or a poem. Telling a story: planning beginning, order, ending. Measuring scale for stories, telling a cooperative story. Making reports, keeping to a topic, book reports, relating to personal experiences, listening to find an answer.

2. Word Study and Speech

Using fewer **ands**. Review. Saying **you** clearly. **An** and **th** before vowels. Choral reading. Reports are told, not memorized. Synonyms for common verbs, adjectives. Words which appeal to the senses. Speaking courteously.

3. Drama

Terms used in plays. Planning a play: beginning dialogue and action, the ending. Dramatize a whole story.

Written Language

1. The Sentence

Exclamatory sentence. Overuse of **so**, **well**, and **then**. Expressing a complete thought.

Recognizing short and long sentences.

2. The Paragraph

Indenting paragraphs, evaluation of paragraphs, middle of paragraph develops the topic, ending brief and conclusive.

3. Reports

Lists of questions. Each member of group plans two or more sub-questions. Use of library books. Organization of notes. Writes reports, submits reports. Use of dictionary, alphabetic arrangement, guide words, table of contents. Index. Individual reports after research also cooperative.

4. Stories

Review of Grade III. Personal experiences, description. Writers should recall their own experiences and express their own thoughts. Keep to main point.

5. Letters

The signature, inside address. Letters of: thanks, regret and request.

6. Poetry

Choosing descriptive words.

Capitalization and Punctuation

1. Capitals

In letters. Review of Grade III. Specific names, titles, etc.

2. Punctuation

Question mark in direct quotation. Exclamation mark: use and definition. Quotation marks—undivided direct quotation. Period to mark headings, abbreviations. Apostrophe to mark contractions, possession. Comma to separate items in listing sentence, address date or heading; parts of letter. Colon and dash to indicate list.

Correct Usage

Began, begun. Don't, doesn't. Good, well. Learn, teach. Swam, swum. There, their. To, too, two. Took, taken. Wrote, written. Synonyms for "lots of" and "going to". As Grade III. No, know. Your, you're. Its, It's. Pronouns: I, me; he, him; they, them; who, which. Adjectives: good, well. These, those, them. Sure, surely. Distinguish between: bring, take; forget, leave.

Parts of Speech

Verbs: Singular and plural numbers, past tense with **have**, **had** or **has**. Nouns, verbs, adjectives. Pronouns: avoid overuse e.g. "My father he . . ."

GRADE V

Oral Language

1. General

Making reports. Reporting on moving pictures, radio and television programs. Courtesy. Organizing and conducting a club. Reasoning, evaluating, explaining. Telling stories. Listening to note details; following the thread of an agreement. Appraising speech. Evaluating stories.

2. Word Study and Speech

Synonyms, antonyms, homonyms. Descriptive words, building words. Clear vowel sounds, clear speech practice. Sounding **t**, **d**, **wh**, **u**, **th**, and **you**. Particular rather than general nouns and verbs. Pronouns to avoid repetition. Training the ear to detect slurring and unacceptable speech. Practicing careful enunciation. Choral work: interpretation of selections. Melody, emphasis, and tone.

3. Drama

Dramatizing rules of courtesy, introductions. Radio programs. Understanding a character. Writing plays. Communicating with the audience. Being audible and careful about speech. Being relaxed. Interpreting of emotion in plays. Presenting short original dialogues.

Written Language

1. The Sentence

Imperative sentence, variety of sentences. Subject and predicate. Use joining words to make longer sentences, either at beginning or in the middle of sentence. Use of appositive for concise writing. Understanding of subject and verb, complete subject and predicate. Other words are attached to either the subject or the verb.

2. The Paragraph

Beginning a paragraph. Paragraphing letters, stories, conversation. Improving paragraphs, related ideas grouped in paragraphs. Revising repetitious writing. Tightening sentence structure. Indenting and spacing paragraphs and letters.

3. Reports

Undertakes to answer one or more questions in detail. Skimming, careful reading. Making longer reports, careful paragraph structure.

4. Stories

Rules for writing stories. Choosing titles. Completing stories from beginning sentences. One-paragraph stories, conversation stories. Personal experiences. Descriptions, lists,

notes, records, etc. News stories. Co-operative magazine and long story. Analysis of ungrammatical, incomplete, or confused writing.

5. Letters

Parts of a letter. Margin. Letter of acceptance; return address, punctuation. Business letter: of inquiry, for supplies; indented and block form.

6. Poetry

Writing a poem.

Capitalization and Punctuation

1. Capitals

Buildings, churches, clubs, firms, languages, nationalities, races, religions. Rivers, oceans, geographical names. Special days, stores. Word **God** and all words connected. Initials, titles, Initial headings.

2. Punctuation

Period for initials. Comma for introductory clauses, appositives.

Correct Usage

And's, using too many. Broke, broken. Isn't, aren't. This, that. Threw, thrown. Tore, torn. Words not needed. Here, hear. Through, threw. Your, you're. Pronouns: I, me. He, him. They, them. Who, which, that. Adjectives: as Grade IV. Perfect, perfectly. Distinguish between: lie, lay. Correct tense.

Parts of Speech

Naming words (nouns). Action words (verbs). Words describing nouns (adjectives). Words describing verbs (adverbs). Singular and plural number, present and past participle, appositive, double negative. Definition of pronoun, conjunctions, subject, predicate, complete predicate. Pronouns: agreement of pronoun with antecedent. **Who**, **which** and **that** as joining words. Agreement with antecedent. Adverb and adjectives. Avoid double negative.

GRADE VI

Oral Language

1. General

Audience manners, courtesy with others. Standards in oral language. Election of officers, motions. Making announcements. Concise description.

2. Word Study and Speech

Words which are overworked. Errors in choice of words. Review. The speech organs. **A**, **an**, **the**, final **t** and **d**, and final **o** and **g**. Use of words and phrases that convey feeling. Definitions: etymology—meaning or words, spelling, pronunciation, usage and inflection. Planning a club. Club

programs. Preparing agenda. Nominating, voting. Minutes of meetings, making and discussing a motion.

3. Drama

Dramatizing telephone conversations. Stage terms: setting, properties, action, characters. Costume committee. Improvisation, music and movement. Miming. Plays: Concern for holding attention; audibility; pace, pausing; stress; inflections that convey emphasis and feeling.

Written Language

1. The Sentence

Complete subject, bare subject. Complete predicate, bare predicate. Topic sentence. Using short sentences to create pace and excitement. Use of sentence fragments in dialogue. Combining subjects and predicates. Sentences with prepositional phrases. Use of unnatural order in sentence for variety. Recognizing the subject before an "of" phrase and after "there is". Recognizing and punctuating a command sentence.

2. The Paragraph

Topic sentence. Review. Understanding that a paragraph should have unity and variety; a paragraph is the development of a sub-topic.

3. Report

Class newspaper: different types of writing in newspapers.

4. Stories

Standards for stories. Beginning, body, conclusion. Anecdotes. Making an outline summary. Class paper. News stories, editorials, articles. Spacing review. Stories with a stirring climax.

5. Letters

Spacing review.

6. Poetry

Rules for memorizing poems. Making good rhymes. Quatrains, couplets. Limericks.

Capitalization and Punctuation

1. Capitals

In outlines. Punctuating a broken quotation.

2. Punctuation

Punctuation of a broken quotation.

Correct Usage

Among, between. Begin, began, begun. Blow, blew, blown. Break, broke, broken. Burst. Choose, chose, chosen. Different from. Dive, dives, dived. Double negative. Draw, drew, drawn. Drink, drank, drunk. Drive, drove, driven. Eat, ate, eaten. Fly, flew, flown. Freeze, froze, frozen. Give, gave, given. Go, went, gone. Grow, grew, grown. Hasn't, haven't. In, into. It's, its. Know, knew, known. Lie, lay, Off, of, from. Principal parts. Run, ran. Ring, rang, rung. Set, sat. Speak, spoke, spoken. Steal, stole, stolen. Swim, swam, swum. Take, took, taken. Tear, tore, torn. Throw, threw, thrown. Wear, wore, worn. Write wrote, written. Your, you're.

Parts of Speech

Common and proper noun. Singular and plural nouns. Possessive nouns. Verb phrases. Principal parts of verb phrases. Exact and vivid verbs. Adjective phrases and choice of vivid adjectives. Adverb phrases. Choice of vivid adverbs. Definition of pronoun; possessive pronoun. Correct use. Definition and use of: preposition, conjunction, interjection.

Materials

Grades I and II: LANGUAGE COMES ALIVE, Teachers' Edition: Rittenhouse, published by J. M. Dent & Sons, Ltd.
LANGUAGE JOURNEYS, Teachers' Edition: Hall & Broome, published by the Macmillan Company of Canada Ltd.

Grades III to VI: LANGUAGE COMES ALIVE, Books III to VI; Rittenhouse, published by J. M. Dent & Sons, Ltd.
LANGUAGE JOURNEYS, Books III to VI: Hall & Broome, published by the Macmillan Company of Canada Ltd.

SPELLING

The Place of Spelling

Spelling cannot be isolated from the rest of the curriculum; good spelling is more the result of classroom climate in which the pupils have a desire and a need to communicate effectively than it is the result of the isolated spelling lesson.

Enterprise, science, and other subjects develop a natural desire to communicate and add a vital purpose to good language, including good spelling. Clear enunciation in discussion or in reporting has a direct effect on spelling. The desire to communicate easily through good handwriting helps eliminate spelling errors.

Good spelling and a sound reading program are inseparable: structural and phonetic analysis in reading are of direct aid in spelling; reading vocabulary precedes spelling vocabulary; and spelling competence deepens the knowledge of words.

The teaching of spelling cannot be separated from the total school program.

Objectives

1. Primary Aims:

- To develop spelling power or a spelling sense which will help the pupil in spelling any required words, not mere mechanical competence in spelling a limited number of drilled words.
- To establish habits of self-dependence in writing: knowledge of how to locate correct spelling; ability to check the accuracy of spelling in all written work; competence in thinking out the spelling of required words; writing of derived forms.

2. Secondary Aims:

- To develop a spelling consciousness, i.e., a critical attitude toward one's own spelling.
- To develop a spelling conscience, i.e., an aversion to incorrect spelling.
- To teach correct pronunciation, depth of understanding, and correct usage of words through a comprehensive training in the use of the dictionary.

Materials

The following series of spellers are authorized for use in Alberta schools:

Grades II, III: PUPILS' OWN VOCABULARY SPELLER, Book 1: Gates et al, published by the Macmillan Company of Canada Ltd.

Grades IV, V, VI: PUPILS' OWN VOCABULARY SPELLER, Book 2: Gates et al,

published by the Macmillan Company of Canada Ltd.

Grades II to VI: MY SPELLING SERIES, Books II to VI: Yoakam-Daw, published by Ginn and Company.

THE CANADIAN SPELLER SERIES, Books II to VI: Quance, published by W. J. Gage Ltd.

Spelling Lists

Before a child can be taught to spell any words, these conditions must be met:

- The word must be in his speaking and reading vocabulary
- He must be able to hear the sounds and say the word correctly
- He must be able to see the word clearly, noticing similarities to and differences from other words
- He must know the names of the letters in the word
- He must learn eye-hand coordination so that he may form the letters.

Four lists may be differentiated:

- (a) **A basic word list**, comprising most of the words needed by a child in his writing. Ideally, such a list would be compiled by each teacher through a study of the unique needs and abilities of her class. However, since the time and labor involved in such a task is prohibitive, the basic list of words found in the speller may be used with confidence. This list ordinarily provides the raw material for the spelling lesson, the examples used in teaching for spelling power.
- (b) **A personal list** of words which frequently present difficulty to the individual. Such a list is made up by the teacher and pupil from the pupil's writing.
- (c) **Words of high permanent importance** used frequently in the subject fields. Such a list might include tool words used to write reports in enterprise or science.
- (d) **A personal list** of words the child finds interesting and wants to use and to spell correctly.

The size of these lists, particularly of (b), (c) and (d), will vary considerably with the spelling ability of the individual pupil. The pupil of superior spelling ability may master a larger personal list in addition to the basic list, while the demands of the basic list may frustrate the poor speller.

SOCIAL STUDIES — ENTERPRISE

Objectives

The general objective of social studies education is to contribute to the development of citizens who:

"(1) understand . . . changing society; (2) possess a sound frame-work of values and ideas which indicate what ought to be, set goals for the individual and give direction to his actions; and (3) have the necessary competence . . . to participate in group living in such ways as to make changes in the direction of the desired values and ideals."*

Three areas of concern for each teacher of elementary social studies are:

1. The Acquisition of Knowledge

Through an understanding based on facts learned in social studies the pupil should develop:

- a. A knowledge of Canada, its history, its resources, its peoples and its possible development in the future.
- b. A knowledge of problems and achievements of other nations and an understanding of the interdependence of peoples.
- c. A knowledge of contributions made by earlier peoples to the development of contemporary life.

2. Development of Skills

Desirable skills include:

- a. Techniques of problem-solving and critical thinking.
- b. Techniques of expression in language and in the arts.
- c. Group-work procedures.
- d. Study skills.
 - i. Locating and interpreting information from books and other sources.
 - ii. Oral and written reporting.
 - iii. Making and reading globes and maps.

- iv. Making and interpreting charts, graphs, diagrams and tables.
- v. Using a chronological framework.

3. Development of Attitudes and Behaviour

From experience in social studies pupils should develop an appreciation of the democratic way of life. They should:

- a. Learn to cooperate with individuals and within groups, to accept responsibility, and to respect and have concern for the rights of others.
- b. Learn to apply problem-solving procedures to contemporary society.

Texts

There are no authorized texts for Social Studies-Enterprise. Appropriate materials are listed in the School Book Branch catalogue.

*QUILLEN AND HANNA, "Education for Social Competence", Scott, Foresman and Company, P. 55.

Sequence of Topics

Sequence refers to the succession of Social Studies-Enterprise topics developed by a class through six years of elementary school. There must be some over-all pattern broad enough to include suitable topics at every grade level. In suggesting such an over-all pattern it is not intended that different schools and different classes must follow identical topics. In the process of selecting and outlining topics to fit particular interests, equipment, and tastes, a class finds opportunities for real personal development. However, there are certain general areas within which children may beneficially have common experiences. The aim in this Sequence has been to outline those areas in broad terms and in minimum number. Teachers and classes are at liberty to choose freely within these rather generous boundaries and to add desirable areas of their own selection as they move beyond the minimum requirements.

ELEMENTARY SOCIAL STUDIES

SCOPE FOR EACH TOPIC	GRADE I	GRADE II	MAJOR EMPHASIS ON
Problems arising from universal human needs which should serve to guide the development of any topic.	These grades might well use centres of interest from their reading program as enterprise topics. In addition studies might originate in science, health, and the social sciences.	Examples might include:	History (A)
1. Getting and preparing food.			
2. Providing shelter.			
3. Providing Clothing.	Our School	Autumn	Economics and Social Life (B)
4. Transporting and communicating.	Our Homes and Families	Community Helpers	
5. Guarding health, welfare, and safety.	The Spirit of Christmas	The Story of Christmas	
6. Governing and protecting.	Winter Fun	Men and Machines	
7. Observing and conserving nature.	The Farm, Circus or Zoo Animals and Their Homes	Spring (How Plants and Animals Get Ready for the Summer)	
8. Educating adult duties and jobs.	The City	People and places from Literature	Geography (C)
9. Enjoying recreation, play and leisure.	Story Book Friends and Their Homes.	Travel	
10. Expressing ideals through religion and the arts.			Science and Technology (D)

NOTE: Related current events will be part of the course in all grades. FOUR TOPICS, ONE FROM EACH SECTION, COMPRIZE A MINIMUM YEAR'S WORK.

N.B. (1) Sectional headings are not intended to serve as study topics.
 (2) The order of treatment of sections is entirely optional.

— ENTERPRISE — GRADE I - VI

GRADE III	GRADE IV	GRADE V	GRADE VI
PRIMITIVE CULTURES One or more of: 1. Eskimos 2. Indians 3. Hot Desert Dwellers 4. Jungle Dwellers	PIONEER LIFE One or more of: 1. Red River Settlement 2. Child's Community e.g. Calgary, Edmonton, Rocky Mountain House, etc. 3. Quebec	DISCOVERY AND EXPLORATION OF CANADA 1. Early Explorers 2. French Explorers 3. Western Explorers 4. Polar Explorers	LIFE IN THE PAST One or more of: 1. Ancient Egypt 2. Ancient Rome 3. Ancient Greece 4. The Middle Ages
COMMUNITY LIFE A study of the child's community	EUROPE AT WORK One of: 1. France 2. Germany 3. Sweden 4. Denmark 5. Italy	ALBERTA AT WORK Alberta industries	CANADA AT WORK 1. Canadian primary industries or 2. Conservation in Canada.
OVERCOMING THE OBSTACLES OF GEOGRAPHY in one or more of: 1. Japan 2. Netherlands 3. Nile Valley or Indus Valley or 4. Christmas Around the World	LIFE IN MOUNTAIN REGIONS One or more of: 1. Switzerland 2. Norway 3. Mexico 4. Ceylon 5. Himalayan	LIFE ON THE PLAINS One or more of: 1. Argentina 2. Russia 3. China 4. Australia	LIFE IN COASTAL REGIONS One or more of: 1. West Indies or Fiji 2. Indonesia 3. New Zealand 4. Portugal
USING AND CONSERVING NATURAL WEALTH 1. Life on Ships 2. Story of commodities such as cotton, wool, leather, rubber, coffee	CONTRIBUTIONS OF SCIENTISTS AND INVENTORS TO TRAVEL AND COMMUNICATION 1. Travel 2. Communication	CONTRIBUTIONS OF SCIENTISTS TO HEALTH One or more of: 1. Ancient scientists 2. Renaissance scientists 3. Modern scientists	CONTRIBUTIONS OF SCIENCE TO SOCIAL PROGRESS IN CANADA AND UNITED STATES One or more of: 1. United States 2. St. Lawrence River 3. Columbia River Project

SOCIAL STUDIES-ENTERPRISE TOPICS

The problem of continuity of experience is basic to good activity programs. Units of work must of necessity utilize advantageously experiences from previous years, and must provide adequate preparation for future development. To avoid either useless overlapping or excessive disjointing of class experiences requires careful planning. It is suggested that a core pattern for minimum Social Studies-Enterprise requirements will tend materially to overcome this problem. Every teacher should realize that he has an important responsibility in establishing some year-to-year coherence in the units of work undertaken by his class.

The purposes, then, behind this Sequence might be summarized as follows:

1. To ensure against overlapping and unnecessary repetition from year to year in Social Studies-Enterprise topics.
2. To ensure against omission of areas of investigation that may rightfully be considered desirable for understandings essential for further growth.
3. To outline areas within which suitable reading materials appear to be most available.
4. To emphasize the central position of Social Studies in the development of skills and concepts suitable for the Elementary School.
5. To suggest areas that have definite possibilities for the development of desirable basic concepts in the fields of history, geography, economics, and science through Social-Enterprise activities.

GRADES I AND II

The Social Studies-Enterprise program for Grades I and II has not been sectioned. It is usually considered desirable that the closest possible correlation be developed between the reading program and the activity program at this level. To outline specific problems or areas for the Social Studies-Enterprise period would naturally tend to separate rather than unify this material in relation to centres of interest

in the primers and readers. Multiple authorization of readers seems further to encourage less formalization of Social Studies-Enterprise topics.

GRADES III AND IV

From Grade III to Grade VI there are four sections labelled A to D. Teachers are reminded that:

1. The minimum requirements are four Social Studies-Enterprise topics per year. For Grades III to Grade VI this means at least one topic from each section each year.
2. The statements appearing in large type are section headings and are not intended as titles for study topics.
3. The general areas outlined in this Sequence are not intended to be all-inclusive. It is thought that an adequate year's work can be arranged within the suggested areas, but any teacher who wishes to introduce additional topics which do not fall within these general areas should feel free to do so, provided these do not exclude satisfactory coverage of the four required sections. Care should be exercised to ensure that topics included in later grades are not chosen as additional enterprise topics.
4. The order of treatment of section for any one year is completely optional with teachers and classes.
5. While the number of multi-grade classrooms has decreased and no system of cycling topics is now provided, teachers with pupils at more than one grade level should consult the supervisory staff before determining the program for their classes.
6. Each section in each grade is designed to make a significant contribution to the development of basic concepts in particular areas of the social sciences.
 - (a) The historical aspect will naturally be emphasized in Section A for Grades III, IV, V and VI
 - (b) The concepts related to economics and to contemporary cultures are given special place in Section B for Grades III, IV, V and VI.

- (c) Geographical understandings are basic in Section C for Grades III, IV, V and VI.
- (d) Scientific appreciations become a major concern in Section D for Grades III, IV, V and VI.

EMPHASIS IN CONTENT

The program from Grade III to VI is organized within a framework which suggests a major emphasis on history or economics, or geography or science and technology for each large topic in each grade.

This does not mean, however, that the emphasis on any one of these aspects should exclude reference to and study of the others. A topic which is listed for history emphasis may well contain geography and economic items of importance. Although each topic has a major emphasis, certainly minor emphasis in other areas is desirable. The inclusion of science as one of the areas for emphasis reflects the importance of science in our daily lives. It should be stressed that the main concern here is the social effects of science and technology.

SOCIAL STUDIES-ENTERPRISE CONTENT

GRADE I

Grade I lends itself to the use of centres of interest from the reading program. In addition studies

can originate in science, health and the social sciences.

Some examples are:

Topic	Emphasis
Our School	Oriental, Experience Chart Reading
Our Homes and Families	Group Activities, Economics, Reading, Creative Activities
The Spirit of Christmas	Human Values and Social Life
Winter Fun	Natural Sciences, Geography
The Farm, Circus or Zoo	Natural Sciences, Reading
Animals and Their Homes	Natural Sciences, Reading
The City	Economics, Geography
Story Book Friends and Their Homes	Literature and Creative Language

Grade I represents the child's first experience from a play-activity stage to a work-activity stage. Teachers are free to choose the above topics or any

others that are normal centres of child interest. During this first year particularly, personal growth in group skills as well as in skills subjects is considered essential.

GRADE II

In all topics suggested for Grade II it is possible to develop the units from the reading program and to supplement this with direct observation and experiences in social studies, physical sciences and the

arts. On the other hand the unit may develop out of some incident or experience or arranged situation and may or may not link fully with the basic reading program.

Topic	Emphasis
Autumn	Nature study, globe study, expression in the arts.
Community helpers	Economic generalizations, civic responsibility.
The Story of Christmas	The events of the Christmas Story.
Men and Machines	Economic generalizations, contrasts with other societies of past and present, science studies or simple machines.
Spring	As for Autumn.
People and Places of Literature	Stories from readers and from library set in their geographic background to enrich awareness of the characteristics of differing areas of the globe.
Travel	Means of travel (major historical changes only) globe study.

GRADE III

A. PRIMITIVE CULTURES (History)

One or more of:

1. Eskimos
2. Indians
3. Hot Desert Dwellers
4. Jungle Dwellers

This section is the child's first experience with people with whom they have had little or no direct contact. The simple mode of living experienced by primitive people reveals how human needs are satisfied in this type of society. The immediate and pronounced effects of geography, climate and natural resources upon human problems can be readily understood. Respect and tolerance for other

people can result from a study of the similarity between basic problems of primitive people and those we encounter. Significant historical change in the cultures of these people should be noted.

B. COMMUNITY LIFE (Economics and Social Life)

A study of the child's community.

This section of the third program deals with new dimensions in the study of the community to broaden and deepen the child's understanding of the environment that surrounds him. It should contain such items as, how the community produces and exchanges goods and services, use of an adaptation to natural environment and community travel and communication.

C. OVERCOMING THE OBSTACLES OF GEOGRAPHY IN ONE OR MORE OF: (Geography)

1. Japan
2. Netherlands
3. Nile Valley or Indus Valley
or
4. Christmas Around the World

This unit can be used to practice and extend skills in reading maps and pictures for geographic information and should emphasize such geographic relationships as the reaction of peoples to the selected physical environments.

While the children will usually be more interested in the Christmas customs of the countries chosen for study the teacher can plan to provide practice in the geography skills already developed. The atlas, globe and large maps of the continents can be read in order to find what kind of land it is that Mexicans or Italians or Swedes etc., live in and when the custom is related to the characteristics of the land this relationship can be brought to children's attention.

D. USING AND CONSERVING NATURAL WEALTH (Science and Technology)

1. Life on Ships
2. Story of commodities such as cotton, wool, leather, rubber, coffee

This section examines the sources and process of obtaining such common commodities as: food, clothing, shelter. Emphasis should be placed on the problems of social living involved. The influence of natural environment on people and vice versa should be considered.

GRADE IV

A. PIONEER LIFE

One or more of:

1. Red River Settlement
2. Child's Community e.g. Calgary, Edmonton, Rocky Mountain House, etc.

Pioneer life provides an opportunity for chil-

dren to have some experience, although usually of an indirect and vicarious nature, of the romance and adventure of a new land. Where possible, children should explore community resources of all kinds which will help them interpret and understand a previous era. The contrast between pioneer and modern living will help children see the highly specialized nature of our society.

B. EUROPE AT WORK

One of:

1. France
2. Germany
3. Sweden
4. Denmark
5. Italy

Europe at work provides an opportunity for children to make comparisons with life in their community. The economic emphasis is focused on such items as basic needs of food, clothing and shelter, how climate affects needs and the major industries that have developed.

C. LIFE IN MOUNTAIN REGIONS

One or more of:

1. Switzerland
2. Norway
3. Mexico
4. Ceylon
5. Himalayan

The characteristics of life in mountain regions may be arrived at by detailed study of a sample area within one or more of the areas listed. The sample studies may form the whole topic or may be included as part of a broader study of the way in which people adjust to and modify their environment.

D. CONTRIBUTIONS OF SCIENTISTS AND INVENTORS TO TRAVEL AND COMMUNICATION

1. Travel
2. Communication

This section can serve to acquaint children with the lives and contributions of outstanding men and women in the field of travel and communication. The effects of various scientific contributions on society should receive special attention.

GRADE V

A. DISCOVERY AND EXPLORATION OF CANADA

Two or more from each of:

1. Early Explorers
2. French Explorers
3. Western Explorers
4. Polar Explorers

While this study will concern itself with the

narrative of individual adventures, it will also provide an opportunity to study how these expeditions resulted from a search for new wealth and easier access to the Far East. The search by some for new homes and religious freedom also forms part of this picture. Special attention can be given to those adventurers who covered Canadian soil and streams.

B. ALBERTA AT WORK

1. Alberta Industries

Alberta at Work provides for fifth grade children to learn how Alberta industry has developed. Teachers should note that lumbering will receive major emphasis in Grade VI.

The mining (including oil), agriculture and one or more manufacturing, construction, tourist or fishing industries are examined to determine where the raw materials come from, what machinery is used, how and where goods are marketed, how the development of one industry is related to the development of another.

C. LIFE ON THE PLAINS

One or more of:

1. Argentina
2. Russia
3. China
4. Australia

It is assumed that children will come to this topic after study of samples of life on the Canadian prairie and can make contrasts with the areas selected. While life on the plains is the required content of this topic, teachers and pupils may well decide to incorporate the regional study of the plain in a broader study of the nation selected.

D. CONTRIBUTIONS OF SCIENTISTS

TO HEALTH

One or more of:

1. Ancient scientists
2. Renaissance scientists
3. Modern scientists

This section can serve to acquaint children with the lives and contributions of outstanding men and women in the field of health. The effects of various scientific contributions on society should receive special attention.

GRADE VI

A. LIFE IN THE PAST

One or more of:

1. Ancient Egypt
2. Ancient Greece
3. Ancient Rome
4. The Middle Ages

This section provides an opportunity for children to study people of a different culture of a long past era. Some of the social development which has

lead to our present-day culture should become evident to the pupil. One specific era may receive major emphasis or a wider approach may view several eras in less detail.

B. CANADA AT WORK

1. Canadian primary industries or

2. Conservation in Canada

Canada at Work includes the study of one major industry in each of the regions of Canada and includes:

Cordillera Lumbering Central Plain Farming

This may be handled by expansion of the work accomplished in Grade V or by selection of alternation or primary industries e.g. sugar-beets farming

Canadian Shield Mining St. Lawrence Lowlands Fruit Farming Appalachians Fishing

C. LIFE IN COASTAL REGIONS

One or more of:

1. West Indies or Fiji
2. Indonesia
3. New Zealand
4. Portugal

Children can come to their study of life in coastal regions with a knowledge of life associated with a major primary industry in a Canadian coastal region. Contrasts and comparisons can be developed with the new coastal regions selected for study and with those highlands and plains studied in Grades IV and V.

D. CONTRIBUTIONS OF SCIENCE TO SOCIAL PROGRESS IN CANADA AND THE UNITED STATES

One of:

1. United States
Urban Development
Education
Welfare
Life Expectancy
Standard of Living
2. St. Lawrence River
3. Columbia River Project

This section deals with how Canadians and Americans have combined natural and human resources to improve conditions of living.

Scientific emphasis should center around cooperative projects engaged in by Canada and the U.S.A. to solve common problems, and new living conditions created by technical advances.

SCIENCE

The course in elementary science is intended to include a study of the main features of plant and animal life, some observation of nature phenomena and some knowledge of the forms and laws of energy as they are used in machines. The aim will not be so much to explain as to awaken the child's interest in seeing new relationships, solving problems and satisfying curiosity.

The objectives of science for the elementary school child are as follows:

1. To know some generalizations or science principles that he can use in solving problems in his environment.
2. To grow in ability to solve problems effectively.
3. To develop a scientific attitude and think critically.
4. To develop an interest in and appreciation for the world in which he lives.
5. To build an ever-increasing store of useful scientific knowledge.
6. To develop an ever-broadening appreciation of the need for conservation.

GRADE I

Content

Living Things

1. Animals:

Homes and food are regulated by environment;
Are used by men for various purposes;
Prepare for winter in a variety of ways.

2. Plants:

Live in various places;
Are used by people for various purposes;
Prepare for winter in a variety of ways.

The Earth and the Universe

1. Weather changes throughout the seasons.
2. We see the sun, moon, stars and clouds in the sky.
3. The earth is made up of rocks, land and water.
4. Air is all around us; we can feel it and see it move things.

Energy and Machines

1. Help us to work quickly and easily; machines must be well cared for.
2. Magnets do interesting things; have a power in them.

GRADE II

Content

Living Things

1. Animals:

- (a) Must have food to live and grow.
- (b) Receive varying degrees of parental care.

2. Plants:

- (a) Need light and water to grow.
- (b) Their seeds travel in a variety of ways.

The Earth and the Universe

1. What we can learn from the sky.
2. The causes of change in weather.
3. Use of the thermometer.

Energy and Machines

1. Work requires energy which comes from a variety of sources.
2. Machines help us to move things.
3. A dry cell will light an electric bulb or ring a doorbell. (Suggested Enrichment)
4. Some things rust and some do not. (Suggested Enrichment)

GRADE III

Content

Living Things

1. Animals:

- (a) Have structures that enable them to get food.
- (b) Animals should be conserved.

2. Plants:

- (a) Have roots and leaves to get food.
- (b) Insects and animals feed on plants.
- (c) Man protects plants for his own use.

The Earth and the Universe

1. The earth has interesting geographical features.
2. Rocks, soil and water help to make up the earth.
3. We can learn interesting facts about the sun, moon and stars.
4. The air is part of the earth. It is found in soil and water and takes up space.

Energy and Machines

1. Wheels and levers are machines which make work easier.
2. A magnet has two poles.
3. A compass needle is a magnet.
4. A dry cell provides electrical energy.
5. A switch controls the flow of electricity.

GRADE IV

Content

Living Things

1. All things fall into living or non-living categories.
2. All living things are either plants or animals.
3. Animals may be sub-divided into seven groups; plants into two.
4. All living things exchange material with their environment.
5. Plants use carbon-dioxide to make food and need water to dissolve food.
6. Animals need water to make digestive juices and the liquid part of the blood.

The Earth and the Universe

1. The earth revolves around the sun.
2. It spins on its axis.
3. It has a blanket of air (a mixture of gases) pressing on all things.
4. It has soil on its surface essential to plants and animals.
5. It contains valuable rocks and minerals.

Energy and Machines

1. Static electricity has interesting characteristics.
2. Electricity works for man. A dry cell is safe to use in experiments.
3. Electrical current will flow through a conductor but not through a non-conductor.
4. Our body like a machine has muscles to move, bones and joints like levers, gets its energy from food.
5. Machines assist man in a variety of ways.

GRADE V

Content

Living Things

1. Mammals, birds, amphibians have distinct differences.
2. Plants differ in their ways of reproducing themselves.

The Earth and the Universe

1. The earth is a part of a great solar system.
2. Comets are visitors in our system.
3. An eclipse is caused by one heavenly body getting in the way of another.
4. The Milky Way is made up of stars and beyond are galaxies which we cannot see without a telescope.

Energy and Machines

1. Electric current can be produced in a variety of ways and will flow in a closed circuit.
2. Electric wires are covered with insulation for safety.
3. Heat travels and causes changes in gases, liquids and solids.
4. All materials are made up of elements.
5. Elements combined in chemical change make compounds.
6. A molecule is the smallest possible particle of most substances.
7. Chemical changes produce new materials with heat gained or lost.
8. Heat and light are produced when materials burn.
9. It is important to conserve our fuel supply.

GRADE VI

Content

Living Things

1. The history of plants and animals.
2. Ability to adapt has been necessary for survival.

3. Animals depend on other animals and on plants.
4. Plants depend on plants and on animals.
5. How man adjusts to a trip through space.

The Earth and the Universe

1. How we are able to forecast weather.
2. The nature of space—why we probe it.

Energy and Machines

1. Man has developed machines for flying.
2. When an object moves work is done; a machine is a device to make work easier.
3. All sounds are made by vibrations; these travel in solids, liquids and gases and can be controlled.
4. Most light comes from heated materials.
5. We can see objects because they give off or reflect light.
6. Light is a form of energy.
7. Lenses bend light.
8. Objects have different colors.
9. Proper lighting is important.

Materials

One very real danger is that elementary science may degenerate into a purely textbook course. For the study of living things and natural phenomena the countryside is the child's natural laboratory. Observation of real things and happenings will arouse wonder and stimulate curiosity. Children learn much from reading science readers, reference books, and magazines, however. These should be provided in the library.

The following series are the authorized texts for elementary science:

Exploring Science (Macmillan Co.)

Grade 3 Exploring Science Three

Grade 4 Exploring Science Four

Grade 5 Exploring Science Five

Grade 6 Exploring Science Six

Science Today and Tomorrow (Ginn & Co.)

Science Everywhere

Discover with Science

Adventuring in Science

Experimenting in Science

Basic Studies in Science (W. J. Gage Ltd.)

How Do We Know?

Discovering Our World 1

Discovering Our World 2

Discovering Our World 3

For the Grades I and II these series are recommended as references:

Exploring Science (Macmillan Co.)

Grade 1 Exploring Science One

Grade 2 Exploring Science Two

Science Today and Tomorrow (Ginn & Co.)

Science Near You

Science Around You

Basic Studies in Science (W. J. Gage Ltd.)

Look and Learn

All Around Us

ARITHMETIC

General Objectives

1. Arithmetic, in common with the other subjects of the elementary school, has the basic purpose of contributing to the overall growth and development of the child into a mature, well-rounded and useful citizen. Of equal importance is the aim of providing pupils with the background they will require for the study of mathematics in the later years of their school life.

2. The arithmetic curriculum is designed to help the child to grow in his understanding of a body of mathematical knowledge, organized systematically and including concepts and relationships.

3. The arithmetic curriculum is designed to help the child to master skills in the manipulation of quantitative symbols through an understanding of concepts and relationships appropriate to the individual's capacity.

4. The arithmetic curriculum in the elementary school is designed to help the child to use the knowledge and skill acquired in developing a systematic approach to the solution of problems.

5. The arithmetic curriculum should result in the acquisition of the number concept, which includes the awareness of the simplicity, symmetry, beauty and power of number systems, and an appreciation of the origins and history of our own and other numeration systems.

6. The arithmetic curriculum should provide opportunities for the child to discover relationships, and from these to develop generalizations which integrate mathematical ideas in a meaningful and logical sequence.

Specific Objectives

1. Mastery of the basic idea of a number and its representation by a written symbol (numeral).

2. Mastery of the basic number facts, employing the four fundamental operations.

3. Comprehension of the decimal number system:
(a) Understanding of place value in the numeration of natural numbers.
(b) Reading of numerals larger than hundreds.
(c) The role of zero in number systems.

4. Comprehension of the laws that relate to numbers.

5. Skill and information necessary for using common measures, including the mathematical concept of measurement.

6. An understanding of the fraction as a method of expressing relationships between integers, and an understanding of the relationships between the various ways of expressing a fraction.

7. An ability to estimate a reasonable answer in quantitative situations.

8. Interpretation and representation of statistical information through the use of graphs and tables.

9. Rapid mental calculation.

10. Mastery of sound and systematic procedures for problem solving, including order and neatness in presentation of written solutions.

11. Mastery of mathematical vocabulary appropriate to the grade and consistent with vocabulary used at later grade levels.

12. An understanding of the meaning and application of ratio in the solution of problems.

13. Development of the habit of checking computations by simple methods to avoid careless errors.

Arithmetic Texts

ARITHMETIC WE NEED SERIES

Grade I *Primer and Workbook:
Numbers We Need, Book I*

Grade II *Numbers We Need, Book II
(Workbook)*

Grade III *Arithmetic We Need, III*

Grade IV *Arithmetic We Need, IV*

Grade V *Arithmetic We Need, V*

Grade VI *Arithmetic We Need, VI*

SEEING THROUGH ARITHMETIC SERIES

Grade I *Numbers We See, I
Workbook: Our Number Workshop, I*

Grade II *Numbers in Action, II
Workbook: Our Number Workshop, II*

Grade III *Seeing Through Arithmetic, III*

Grade IV *Seeing Through Arithmetic, IV*

Grade V *Seeing Through Arithmetic, V*

Grade VI *Seeing Through Arithmetic, VI*

Grade I *Making Sure of Arithmetic, Book I*

Grade II *Making Sure of Arithmetic, Book II*

STUDY ARITHMETIC SERIES

Grade III *Study Arithmetic, Book 3*

Grade IV *Study Arithmetic, Book 4*

Grade V *Study Arithmetic, Book 5*

Grade VI *Study Arithmetic, Book 6*

PHYSICAL EDUCATION

Objectives

Attitudes

Self-respect:

Physical education activities should promote self-control, self-direction, confidence and poise which increase the child's self-esteem.

Creativeness:

Through participating in rhythms, dances, and action stories the child should show an ever-increasing desire to express his feelings in original ways.

Objectivity:

The child should be encouraged to focus his attention on the elements of the activity rather than on his own personal feelings.

Cooperation:

Commensurate with his level of development the child should demonstrate a willingness to participate in group activities and team games, to follow a leader when required, and to play according to the rules of the game.

Responsibility:

The child should show a willingness to carry out activities with a minimum of supervision, to take charge of a group or team, and to assume some responsibility for the care of equipment and grounds.

Social Concern:

The child should develop a desire to forego some personal advantages in order to help others to improve in physical skills and participate in games and other group activities.

Understandings

Through engaging in physical education activities the children should gain an understanding that:

1. Physical well-being depends partly on good body mechanics.
2. Sports and recreational activities are necessary in a well-balanced scheme of living.
3. Group activities enhance the opportunities for satisfying physical needs.
4. Sports and recreational activities play an important part in community life.

Habits, Skills and Abilities

The physical education program should promote the development of the following desirable habits, skills and abilities:

1. Efficient habits of posture and movement.
2. The practice of good health habits in physical activities.
3. Neuro-muscular skills necessary for increased enjoyment in games and other predominantly physical activities.

4. Skills and abilities which will protect the child from harm and be useful in times of emergency.

5. Skills in rhythmic activities which will increase the child's ability to express himself.

Specific Objectives

1. Walking

- (a) Walking gracefully and properly relaxed; using correct foot action; carrying body weight evenly.

2. Running

- (a) Using good form; landing on the toes, body inclined forward; acquiring good balance; avoiding collisions.
- (b) Running certain distances within a given time, and without undue fatigue.

3. Jumping

- (a) Leaping into the air.
- (b) Landing easily with the body forward and knees bent.

4. Throwing

- (a) Throwing an object given distances accurately.
- (b) Developing the shoulder girdle muscles.

5. Hanging

- (a) Learning how to support oneself by the arms in a hanging position.
- (b) Using the ability to hold tightly in order to lift oneself up.

6. Climbing

- (a) Learning to climb safely and efficiently a ladder, rope, pole, tree or fence.
- (b) Learning to mount a staircase without undue fatigue.

7. Catching-Throwing Games

- (a) Developing strength in the shoulder girdle.
- (b) Acquiring the ability to throw and catch a ball (to be progressive as the child advances through the grades starting in Grade I with the children 10 feet apart using a 10-inch ball, and finishing in Grade VI with the children 50 feet apart using a 4-inch ball).
- (c) Promoting an attitude of tolerance for lack of skill in others. Fostering a willingness to help other players.

8. Chasing-Fleeing Games

- (a) Developing skill in running without falling; dodging; tagging (rather than pushing); turning quickly.
- (b) Developing strength in legs and feet.

- (c) Admitting when tagged, controlling oneself in the exciting parts of the game; running as fast as possible, good natured acceptance when caught; no interference with others; doing one's best not to be caught.

9. Jumping-Hopping Games

- (a) Developing endurance in legs and feet.
- (b) Gaining skill in hopping, balancing, jumping, leaping.
- (c) Taking physical punishment without losing temper; admitting errors.

10. Rhythmic Activities (including folk, square, social and modern dance) with emphasis on creative activity.

- (a) Learning how to relax consciously.
- (b) Moving in a more relaxed manner.
- (c) Responding to and appreciating different rhythms and kinds of music.
- (d) Gaining ability in making one's own rhythm.
- (e) Appreciating other arts.

Content

GRADE I

Locomotor Fundamentals

- 1. Walking
- 2. Running
- 3. Hopping
- 4. Jumping
- 5. Skipping
- 6. Galloping

Axial Movements

- 1. Forward bend and stretch
- 2. Sideward bend and stretch
- 3. Swing and sway

Elements of Rhythm

- 1. Tempo
- 2. Dramatized rhythms

Other Activities

- 1. Story plays
- 2. Singing games
- 3. Fold dances
- 4. Games
- 5. Stunts, tumbling and balancing
- 6. Individual athletic events

GRADE II

Locomotor Fundamentals

- 1. Walking
- 2. Running
- 3. Hopping

- 4. Jumping
- 5. Skipping
- 6. Galloping
- 7. Sliding

Axial Movements

- 1. Forward bend and stretch
- 2. Sideward bend and stretch
- 3. Twist and turn
- 4. Swing and sway
- 5. Push and pull

Elements of Rhythm

- 1. Variations in tempo
- 2. Characteristic rhythms
- 3. Recognition of meter
- 4. Recognition of phrases

Other Activities

- 1. Story plays and rhythmic units
- 2. Singing games
- 3. Folk dances
- 4. Games
- 5. Stunts, tumbling and balancing
- 6. Individual athletic events

GRADE III

Locomotor Movements

- 1. Walking
- 2. Running
- 3. Gallop polka
- 4. Skipping
- 5. Hopping (develop hop into step-hop)
- 6. Jumping (develop jump into bleking step)
- 7. Combined locomotor activities

Axial Movements

- 1. Forward bend and stretch
- 2. Sideward bend and stretch
- 3. Swing and sway
- 4. Push and pull

Elements of Rhythm

- 1. Variation in tempo
- 2. Note pattern
- 3. Phrases
- 4. Activities with percussion instruments
- 5. Recognition of meter

Other Activities

- 1. Rhythrical Units
- 2. Singing games
- 3. Folk dances
- 4. Games
- 5. Stunts, tumbling and balancing
- 6. Individual athletic events

GRADE IV

Locomotor Movements

- 1. Leaping
- 2. Step-hop
- 3. Polka

Axial Movements

1. Combined axial movements

Elements of Rhythm

1. Recognition of meter
2. Note pattern
3. Recognition of phrases
4. Percussion instruments
5. Dance forms

Other Activities

1. Folk dances
2. Rounds
3. Games
4. Stunts, tumbling and balancing
5. Individual athletic events

GRADE V**Locomotor Movements**

1. Continuation of Grades I, II, III, IV

Axial Movements

1. Combined axial movements

Elements of Rhythm

1. Recognition of meter
2. Note pattern
3. Recognition of phrases
4. Form

Other Activities

1. Folk dances

2. American folk dances

3. Rounds

4. Games

5. Stunts, tumbling and balancing

6. Individual athletic events

GRADE VI**Locomotor Movements**

1. See previous grades

Axial Movements

1. See previous grades

Elements of Rhythm

1. Recognition of meter
2. Note pattern
3. Recognition of phrases
4. Form
5. Melody

Other Activities

1. Folk dances
2. American folk dances
3. Games
4. Stunts, tumbling and balancing

Materials

Teachers' Reference

PHYSICAL EDUCATION FOR JUNIOR
AND SENIOR HIGH SCHOOLS: Van Vliet

HANDWRITING

Objectives

1. Skills and Abilities
 - (a) To develop a neat and legible style of handwriting.
 - (b) To develop the ability to write at a reasonable rate of speed.
 - (c) To develop the pupil's ability to examine critically his own handwriting and to work toward improvement.
2. Understandings
 - (a) To bring to the pupil a realization of the usefulness of handwriting as an aid to learning.
 - (b) To foster an appreciation of the advantages of neat and legible handwriting when recording or communicating information and ideas.

Content

GRADES I AND II

Manuscript Writing

Letter Forms (see sample).

Beginning pupils are expected to use large let-

ters, at least two spaces in height for tall letters and at least one space for single unit letters. As the pupils gain in proficiency the letter size may be reduced somewhat and the speed increased.

GRADES III, IV, V, VI

Cursive Writing

Letter and Number Forms as they appear in sample.

Pupils are expected to improve their handwriting through these grades, paying particular attention to such things as letter form, slant, alignment, size, and quality of line. The use of pen and ink is recommended to begin in Grade IV. Acceptable speed standards are approximately the following:

Grade	II	III	IV	V	VI	VII	VIII	
Letters		per minute	30	40	50	55	60	65	70

Materials

Teachers' Reference

BASIC WRITING COURSE SERIES:
Stothers and Trusler

Manuscript Letter Forms

A B C D E F G H

J K L M N O P Q

R S T U V W X Y Z

a b c d e f g h i j k l

m n o p q r s t u v w x y
z

Cursive Letter Forms and Numbers

a B C D E F G H

I J K L M N O

P Q R S T U V W

X Y Z

a b c d e f g h i j k

l m n o p q r s t u v

w x y z —

1 2 3 4 5 6 7 8 9 0

ART

The Point of View

Art is a means by which a child communicates his feelings and ideas. From art activities he gets enjoyment because of the feeling of power to create which seems to him almost magical. The experience gained by him through an art activity is of more importance than the product. Therefore interest, praise and encouragement are of major values for only these open the gates to creativity.

The teacher should, when giving praise and encouragement, attempt to make pupils aware of some things which may improve their work. But the teacher, should, too, remember that the child will draw what he knows not what he sees and that he will exaggerate that which he considers important.

To spark imagination and to whet the appetite for this communication the activity should be motivated. In picture making for instance, this may be done through music, story, poem or by making a field trip, or visiting a museum, etc. When he is ready to proceed with enthusiasm, then he should be encouraged to express himself in his own way and from his own point of view.

Objectives

The purpose of this program is to give the teacher of art in the elementary classroom suggestions which, if followed with such modification as may be dictated by local circumstances, may have some of the following results:

1. A fostering of attitudes toward art such as:
 - (a) A liking for art and a desire to use art as a medium for creative expression.
 - (b) An awareness of the possibilities of art as a form of continually satisfying creative endeavor.
 - (c) A continuing desire to explore the possibilities of the immediate environment as a source of aesthetically pleasing experiences.
 - (d) Respect for the products of others as expression of individual thoughts and feelings.
2. A developing of skills and abilities in art by means of:
 - (a) Increasing control over the art medium in which the child is expressing his ideas.
 - (b) Planning and carrying to completion a project in art.

Content

Art in the elementary grades includes the following:

A. Painting and Drawing

(Suggested mediums: tempera colors, crayons, colored chalk, charcoal).

1. Free brush work
 - (a) Story illustrations

- (b) Figure drawings
- (c) Still life drawings
- (d) Action pictures
- (e) Exercises done to music
- (f) Landscape

2. Sketching

- (a) Animal forms
- (b) Plant forms
- (c) Human figures
- (d) Other figures and forms of interest

B. Craftwork

1. Cut paper or torn paper work
 - (a) Animals
 - (b) Persons
 - (c) Flowers
 - (d) Other objects

2. Other mediums

- (a) Plasticine
- (b) Clay
- (c) Papier Mache
- (d) Soap carving
- (e) Puppets
- (f) Creative lettering
- (g) Finger painting
- (h) Spatter work

Stages of Development in Child Art

There is a wide variation in the work and the ability of children, but generally speaking they develop through the four stages outlined below.

First Stage—Manipulation

This stage embraces the first two or three years of the child's life. The young child is a "born painter" and takes great pleasure in daubing paint and scribbling with crayon or chalk. At this stage there may be very little response to color. Development is often rapid and eventful. When the child has gained confidence in manipulating the paint brush, chalk or crayon he may make several dots, swirls, or strips. This "pattern-making" often proceeds to a height of abstraction, where large masses and fresh color blend into a well-balanced picture. No recognizable objects may appear in these pictures, but a highly educative process goes on as the child becomes acquainted with his materials. Brush work on a large paper provides an excellent medium for these early efforts.

Second Stage—Child Symbolism

This stage usually persists until the sixth or eighth year. During this stage there is an attempt to place things in their environment. People and things are represented by self-devised symbols which often appear flat and static. Nevertheless the child is discovering that a relationship exists between his drawing or painting and reality.

The child draws and paints what he thinks and knows and not what he sees. Quite frequently he will make "x-ray" pictures. In the drawing of a house, for example, both the inside and outside wall of a house may appear. often the child will include a yellow sun, or part of it in one corner of the drawing. The sky is above him, and in his drawings he may leave the sky unconnected with the horizon. In drawing objects the child exaggerates their size according to their importance to him. It is not unusual to find in these drawings a large flower growing many times higher than a house.

Third Stage—Pseudo-realism

This phase of the child's development comes between the ages of eight and eleven years. It marks a transition from symbolism to realism. The child, through increased observation and experience, is no longer satisfied with a geometric statement of an object, and begins to look about him for ideas that will help him in his expression. He becomes a conscious designer and considers elements of design such as line, mass and color. Objects may be made to overlap one another. Clothing worn by depicted characters is considered important. Children of this age are in the "gang" stage of development and usually welcome cooperative work.

Fourth Stage—Realization and Awakening

This final stage begins at about eleven years of age. The child develops sufficient confidence in himself so that he feels capable of dealing with almost all objects. He may, however, be conscious of his emotions and more ready to hide his limitation by assuming an attitude of indifference. His art work will reveal an increasing interest in three dimensional representation, and a growing ability in using proper proportions and in making a wise choice of tints and shades of color.

Program for Grades I, II, III

1. Areas of Interest for Illustration

- (a) The Home: This will include helping, having a party, going for a walk, getting reading for a trip, playing, keeping clean.
- (b) The Farm: Planting, harvesting, feeding animals, milking, making hay.
- (c) School: Games, studying, art lesson, the fire drill, assembly and dismissal.
- (d) Animals: Circuses, pets, jungle, prehistoric, desert, wild, imaginary, zoo, in poetry.
- (e) Birds: Imaginative, fairyland, barnyard, common native wild, birds in Mother Goose Rhymes, the owl, turkey, etc., of holiday importance.
- (f) Fish: Imaginative, deep-sea, aquarium, decorative, in story, in music.
- (g) Insects: Bees, beetles, butterflies, moths, birds in music, e.g. Flight of the Bumblebee by Rimsky-Korsakov.

- (h) Flowers: Creative, common ones of the garden, flowers in poetry, flowers in story, flowers in music, e.g. Waltz of the Flowers from the Nutcracker Suite by Tschaikowsky, fruit and vegetable in season.
- (i) Buildings: Our home, our school, at the farm, our cottage, haunted house, skyscrapers, factories, castles, fire stations, corner garage, churches, stores, homes of different people.
- (k) People: At work, in games, walking, in far off lands, in literature, and history, in costume.
- (l) Transportation: All modern and ancient types.
- (m) In addition to these are the seasonal special interests, such as Thanksgiving, Hallowe'en, Christmas, Easter, etc.
- (n) Music: Playing of suitable records and having pupils express through line and color what the music means to them. Large paper and colored chalks allow them to capture quickly their impressions.

2. Craftwork

- (a) Clay modelling
- (b) Plasticine
- (c) Paper cutting or tearing
- (d) Toy making
- (e) Finger painting

Programs for Grades IV, V, VI

1. Creative Illustration

- (a) Similar to work in Grades I, II, III with topics of interest at these grade levels.

2. Design

- (a) Brush work
- (b) All-over and border patterns
- (c) Abstractions

3. Lettering and Posters

4. Craftwork (Attempt at least two)

- (a) Clay modelling
- (b) Soap carving
- (c) Papier mache
- (d) Finger painting
- (e) Puppets
- (f) Creative lettering
- (g) Potato printing
- (h) Crayon design
- (i) Spatter work

Materials

Teachers' References

ARTS IN THE CLASSROOM—Cole

CREATIVE TEACHING IN ART—
D'Amico

SELF-EXPRESSION THROUGH ART—
Harrison

WHAT SHALL WE DO IN ART—Hart

CHILDREN AND THEIR ART—
Gaitskell

MUSIC

General Aims and Objectives

The aims of the school music program are, in the light of present philosophy, statements of the effects music can have on children. The following are aims suggested by Mursell:

1. Through our music program we will try in every possible way to bring to children full, rich, varied experiences of musical enjoyment.
2. We will endeavour to bring to children experiences of successful achievement in and through their dealings with music.
3. We will constantly seek to bring to children disciplinary experience of devoting their full efforts to attain goals they desire and that seem significant.
4. In and through our music program we will seek to promote the social development of children by constructive social relationships and experiences.
5. In and through our music program we will try in every possible way to widen the cultural horizons of children and young people, and to lead them to a growing awareness of the vast range and variety of human experience.

Specific Objectives for Divisions I and II

Division I Musical Experiences (Grades I, II, III)

1. Singing
 - a. Learning songs by imitation
 - b. Matching tones in simple patterns
 - c. Playing singing games
 - d. Attention to tonal and rhythmic characteristics of music, identifying and dramatizing high and low tones, like and unlike phrases.
 - e. Preparing for part singing by listening to counter tunes sung by teacher or played on an instrument, holding single notes in echo songs, using simple chants and descants of one, two or three-note patterns, singing in thirds above a simple step-wise melody.
 - f. Using song books to follow the musical score in familiar songs, recognizing by ear and by eye familiar, significant tonal patterns.
 - g. Opportunities to do solo, or small-group singing.

2. Rhythms

- a. Free rhythmic responses.
- b. Directed rhythmic activity in folk dances and games.
- c. Responding to, designing and identifying typical rhythm patterns.
- d. Investigating choral speech rhythms, and tonal characteristics of speech.

3. Listening

- a. Responding to and identifying simple elements in music as mood, rhythm, instruments, phrases, themes.
- b. Experiencing authentic music of different cultures.

4. Playing

- a. Continuing use of rhythm instruments.
- b. Adding simple melody instruments of the melody-bell type.
- c. Adding accompaniment on a chording instrument of the auto-harp type.
- d. Experience with the piano keyboard, "black-note" tunes and harmonies.

5. Creative

- a. "Orchestrating" songs, adding introductions and codas (endings).
- b. Responding to opportunities to create melodies and rhythms, to play, to listen.
- c. Notating original work in symbolic notation.

Division II Musical Experiences (Grades IV, V, VI)

1. Singing

- a. Learning songs by imitation (whole-part-whole chiefly)
- b. Continuing note reading of significant tonal patterns.
- c. Continuing use of song texts, using the score in song and instrumental activities to accompany aural recognition and to anticipate melodic and rhythmic patterns.
- d. Easy part-singing using descants, rounds, canons, singing in thirds and sixths by ear, then from the score, other easy interval combinations, simple vocal chording assisted by instruments.
- e. Singing two-and three-part songs when the children feel at ease in harmonic experiences.
- f. Large and small ensemble experience.
- g. Making use of choral speech techniques.

2. Rhythms

- a. Learning folk and square dances.
- b. Playing rhythm accompaniments using simple, folk (psaltery, autoharp, etc.) or standard instruments.

3. Listening

- a. Distinguishing simple musical elements in mood, rhythm, instruments, themes, form.
- b. Sensing the difference in music of various cultures.
- c. Becoming acquainted with background material significantly related to selections (lives of composers, historical events, etc.)

4. Playing

- a. Continuing use of rhythm instruments; simple melody instruments such as recorder, flutophone, tonette, melody flute, mouth organ, chording instruments (strumming and keyboard).
- b. Having experience with the piano, chording of increasing complexity, opportunity for special instruction; having experience in orchestral and band instruments, with opportunities for special instruction.
- c. Large and small ensemble experience.

5. Creative

- a. Responding to opportunities for original or interpretive responses to rhythms, songs, listening, playing.
- b. Creating melodies, simple orchestrations of songs, adding a voice part, adding harmonies with autoharp, guitar, etc., to familiar songs.
- c. Notating, in increasingly precise form, the melodies, rhythms and orchestrations thus developed.

Recommended Materials

At least six per cent of total class time should be allotted to the music program; e.g., a 1,500-minute school week would allow 90 minutes for music instruction.

A. Choral Program

The texts have been selected for their musical worth and interest, and because they and the accompanying guidebooks reflect in their musical activities the present philosophy of music.

- (1) **MUSIC FOR LIVING**, Silver Burdett Co., music books for pupils, guidebooks for teachers, record albums of songs in each grade. Grade I to VI inclusive.

and/or

- (2) **OUR SINGING WORLD**, Ginn and Co. music books for pupils, guidebooks for teachers, record albums of songs in each grade. Grades I to VI inclusive.

From these or other suitable sources—a repertoire of from 40-60 songs a year, selected according to interests and abilities of the children.

B. Listening Program

- (1) For Grades I, II, III
 - (a) **RCA Victor Basic Record Library, Rhythms Program and Listening Program** for Grades I, II, III.
 - (b) Other appropriate records by Children's Record Guild, Young People's Records, etc.

- (2) For Grades IV, V, VI.

- (a) **RCA Victor Basic Record Library, Rhythms Program and Listening Program** for Grades IV, V, VI.

and/or

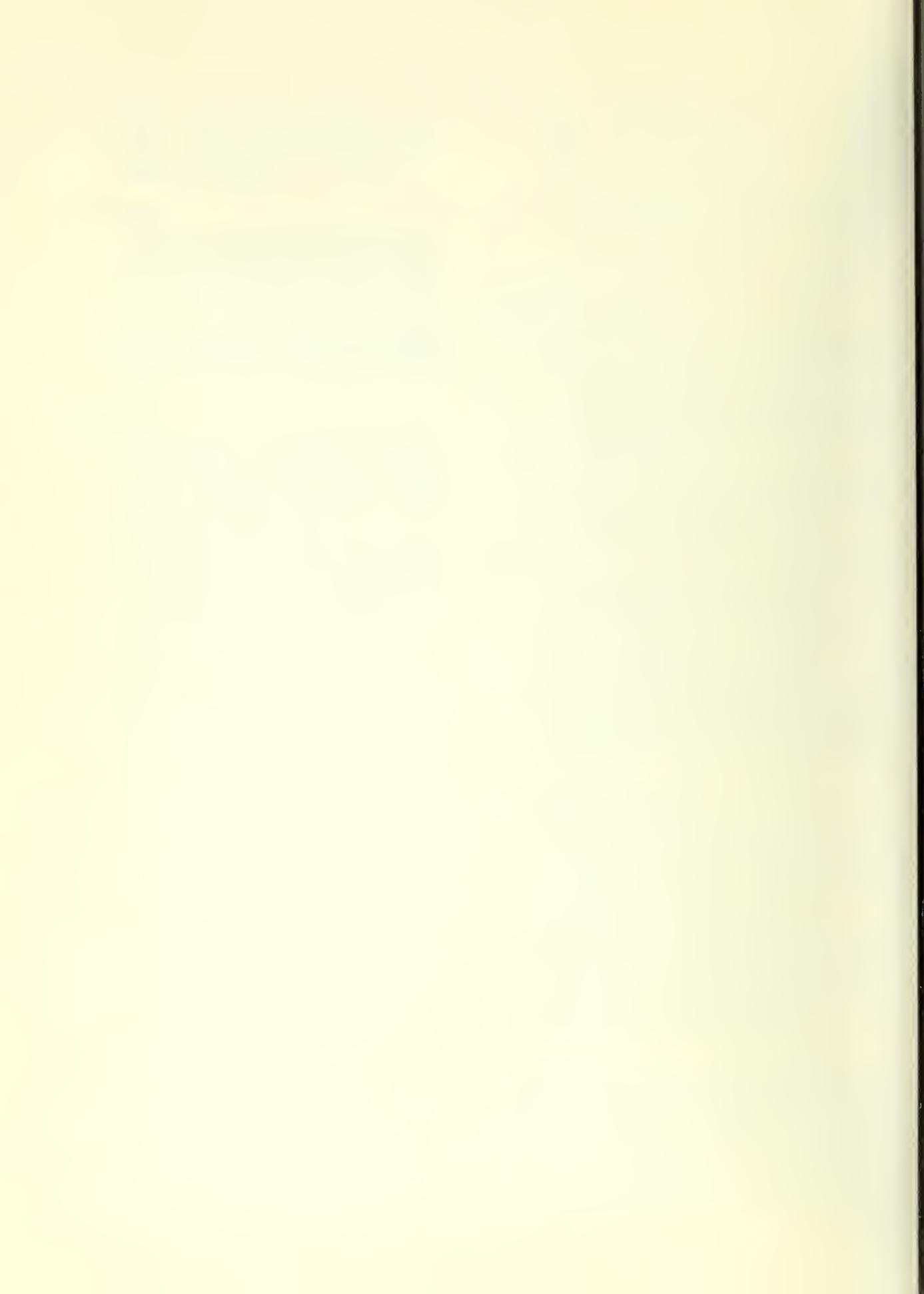
- (b) **MUSIC FOR YOUNG LISTENERS**, by Lillian Baldwin, Silver Burdett.
 - (i) Green Book—for Grade IV
 - (ii) Crimson Book—for Grade V
 - (iii) Blue Book—for Grade VI

- (3) Filmstrips with recordings and films From these or other suitable sources—experiences with perhaps 30 recorded selections.

C. Instrumental Program

- (1) See authorized song books for correlation with choral program.
- (2) Adequate supply of classroom rhythm instruments, chording instruments as piano, autoharp, guitar, etc.
- (3) Small winds: flutophone, tonette, melody flute, with instructions or song books and advanced materials for interested groups.
- (4) Recorder (for higher grades) with instructions and advanced materials.

Note: THE TEACHERS' GUIDEBOOKS ARE ESSENTIAL FOR MAXIMUM USE OF EITHER SERIES OF TEXTS. THE RECORD ALBUMS FOR EACH SERIES ARE CONSIDERED DESIRABLE ADDITIONAL MATERIALS AS ARE THE RECORDINGS FOR THE LISTENING PROGRAM.



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